

Content Area: Social Studies**Standard: 4. Civics****Prepared Graduates:**

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Third Grade**Concepts and skills students master:****2. The origins, structure, and functions of local government****Evidence Outcomes****Students can:**

- a. Identify the origins, structure, and functions of local government
- b. Identify and explain the services local governments provide and how those services are funded
- c. Identify and explain a variety of roles leaders, citizens, and others play in local government

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How are local governments and citizens interdependent?
2. How do individuals get involved in their local government?
3. How do local governments and citizens help each other?
4. Why do people create governments?
5. How do people, places, and events help us understand the ideals of democratic government?

Relevance and Application:

1. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.

Nature of Civics:

1. Responsible community members are involved in their local government.
2. Responsible community members know how personal advocacy and involvement can lead to change in communities.
3. Responsible community members use negotiation as an inherent part of decision-making.

Content Area: Social Studies
Standard: Economics

Prepared Graduates:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Describe producers and consumers and how goods and services are exchanged

Evidence Outcomes

Students can:

- a. Describe the difference between producers and consumers and explain how they need each other
- b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter
- c. Describe how the exchange of goods and services between businesses and consumers affects all parties
- d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value
- e. Give examples of how trade benefits individuals and communities and increases interdependency

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does an individual know when an exchange benefits both parties?
2. What would happen if there was no such item as money?
3. Would you rather be a producer, consumer, or a mix of both?
4. What happens when a producer cannot make enough to meet consumer demand?
5. What would happen if consumers did not want what a producer made?
6. What would the world look like if there were no transportation that could move goods more than 50 miles?

Relevance and Application:

1. Production and consumption are essential components of markets and affect everyday life. For example, not enough high-demand toys are produced during Christmas meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water.
2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.
3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, vegetables from California are sold at a Colorado markets and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the United States are shipped to one area for a business to create a candy bar which is then shipped throughout the world.

Nature of Economics:

1. Economic thinkers analyze trade and the use of money.
2. Economic thinkers describe and study the importance of exchange in a community.

Content Area: Social Studies**Standard: 2. Geography****Prepared Graduates:**

- Examine places and regions and the connections among them

Grade Level Expectation: Third Grade**Concepts and skills students master:**

2. The concept of regions is developed through an understanding of similarities and differences in places

Evidence Outcomes**Students can:**

- a. Observe and describe the physical characteristics and the cultural and human features of a region
- b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms
- c. Give examples of places that are similar and different from a local region
- d. Characterize regions using different types of features such as physical, political, cultural, urban and rural

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. Are regions in the world more similar or different?
2. Why do people describe regions using human or physical characteristics?
3. What are geographic characteristics of a region?
4. How do cultures lead to similarities and differences between regions?

Relevance and Application:

1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.
2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.
3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas.

Nature of Geography:

1. Spatial thinkers create and use spatial representations of Earth.
2. Spatial thinkers evaluate geographic data and represent it visually.

Content Area: Social Studies
Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Use various types of geographic tools to develop spatial thinking

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Read and interpret information from geographic tools and formulate geographic questions b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps c. Locate the community on a map and describe its natural and human features d. Identify geography-based problems and examine the ways that people have tried to solve them 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What questions do geographers ask? 2. How does the geography of where we live influence how we live? 3. How do physical features provide opportunities and challenges to regions? 4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard. 2. Spatial thinking involves analysis, problem-solving, and pattern prediction. 3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination. <p>Nature of Geography:</p> <ol style="list-style-type: none"> 1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions. 2. Spatial thinkers analyze connections among places.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 2. Describe how to meet short term financial goals (PFL)

Evidence Outcomes

Students can:

- a. Identify sources of income including gifts, allowances, and earnings
- b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal
- c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals
- d. Create a plan for a short-term financial goal
- e. Describe the steps necessary to reach short-term financial goals

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would happen if an individual spent all earning on entertainment?
2. Why do individuals give away money?
3. How would an individual decide between purchasing a want or a need?

Relevance and Application:

1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.
2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.

Nature of Economics:

1. Financially responsible individuals create goals and work toward meeting them.
2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

Content Area: Social Studies**Standard: 4. Civics****Prepared Graduates:**

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Third Grade**Concepts and skills students master:**

1. Respecting the views and rights of others is a key component of a democratic society

Evidence Outcomes**Students can:**

- a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner
- b. Identify important economic and personal rights and how they relate to others
- c. Give examples of the relationship between rights and responsibilities

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. Why might an individual make a choice to participate in the community?
2. What are the essential elements of compromise that enable conflict to be transformed into agreement?
3. Why is personal advocacy important in a community with diverse views?
4. What would a community be like if individuals from various groups did not respect each other's rights and views?

Relevance and Application:

1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.
2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.

Nature of Civics:

1. Responsible community members take the opportunity to make positive changes in their community.
2. Responsible community members recognize the value of respecting the rights and views of others.